DOCUMENT RESUME

ED 242 978 CE 038 842

TITLE	Report of the Committee for Parenting Education in Illinois.
INSTITUTION	Illinois Commission on Children, Springfield.
PUB DATE	Apr 83
NOTE	27p.
AVAILABLE FROM	Illinois Commission on Children, 3 West Old State Capitol Plaza, Room 206, Springfield, IL 62701.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Committees; *Curriculum Development; Elementary Secondary Education; National Surveys; *Parenthood Education; *State Legislation; Teacher Certification; Teacher Education; Teacher Qualifications
IDENTIFIERS	*Curriculum Implementation; *Illinois

ABSTRACT

This report contains information on the activities undertaken by the Parenting Education Committee. Background information is first provided together with the history of this committee whose purpose was to study parenting education statewide and to identify suitable areas for a curriculum as well as available resources. Results follow of a study of 39 states that collected copies of their parenting education curricula. What Illinois is currently doing in the area of parenting education is then discussed. These products of the Parenting Education Committee are next presented: a parenting education definition, the concepts that the basic component group of the committee selected for inclusion in the curriculum, and the eight recommendations of the implementation group. These recommendations suggest ways to incorporate a parenting education curriculum within the school system as well as other institutions. The qualifications of the teacher are considered. An appendix contains a chart with the following information on parenting education in other states: state, title of curriculum, grade levels, how began, and how implemented. The bill that mandates parenting education in Illinois is also appended. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED242978

Report Of The Committee For Parenting Education In Illinois

Cleo Anderson, Chairperson

Dawn Murphy, Staff

ILLINOIS COMMISSION ON CHILDREN

3 West Old State Capitol Plaza • Room 206
Springfield, Illinois 62701
Phone: (217) 782-7833

Mrs. Helen Weigle, Chairperson

Ms. Donna Simonson, Executive Director

April, 1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Simonson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 038 442

TABLE OF CONTENTS

Letter of Transmittal.....II
Parenting Education Committee Members.....III
Illinois Commission on Children Members.....IV
Description of Commission on Children.....V
Introduction.....1
Background Information.....1
History of the Parenting Education Committee.....3
What other States are Doing 3
What Illinois is Doing.....4
Parenting Education Committee
Method of Work.....4
Recommendations of the Basic Component Group.....5
Recommendations of the Implementation Group 9
Appendix
Chart.....11-13
Legislation.....14
Footnotes.....15

LETTER OF TRANSMITTAL

TO: Commission On Children

It is my pleasure to present this report on Parenting Education to the Commission on Children for their consideration and disposition. I would also like to express my sincere thanks to each committee member who worked so hard and diligently at their assigned task.

It is my belief that the report reflects the real life experiences both personally and professionally of those who worked on the report. I can sincerely recommend its implementation.

Sincerely,

Cleo Anderson, Chairperson
Parenting Education Committee

PARENTING EDUCATION COMMITTEE MEMBERS

Chairperson

Mr. Cleo Anderson
Springfield

Ms. Barbara Bowman
Chicago

Ms. Marion Busch
Oak Lawn

Ms. Catherine Carter
Springfield

Mrs. Jane Chapin
Springfield

Hon. Eugenia Chapman
Arlington Heights

Ms. Diann Crawford
Springfield

Mrs. Dorothy Deany
Bloomington

Ms. Helen Dowson
Springfield

Judge Arthur Hamilton
Chicago

Dr. Lynda Harriman
Urbana

Mr. Gerald Hiller
Oak Lawn

Ms. Pamela Ippoliti
Chicago

Mr. James Irving
Springfield

Ms. Christine Kelley
Chicago

Ms. Cora Mayo
Chicago

Ms. Diana J. Mertens
Springfield

Ms. Jane Pederson
Antioch

Mr. James Reidelberger
Edwardsville

Dr. Darrell Schlange
Palos Heights

Ms. Capitolia Stanley
Normal

Mr. George Thibeault
Chicago

Rev. Penny Thomas
Chicago

Ms. Mary Venson
Champaign

Ms. Margaret Wold
Evanston

Ex-Officio

Mrs. Lee Patton
Springfield

Liaison

Mrs. Joy Segal
Chicago

Youth

Mr. Mike Herman
Chicago

Ms. Deborah Jones
Kankakee

Ms. Alison Piekarczyk
Momence

IV

COMMISSION ON CHILDREN MEMBERS

Chairperson
Mrs. Helen Weigle
Highland Park

First Vice Chairperson
Mr. Richard L. Mandel
Winnetka

Second Vice Chairperson
Dr. Katie Wright
E. St. Louis

Secretary
Sen. Kenneth Hall
E. St. Louis

Assistant Secretary
Rep. Virginia Frederick
Lake Forest

Rep. Ethel S. Alexander
Chicago
Mr. Michael Belletire
Springfield
Sen. Arthur L. Berman
Chicago
Mr. E. Allen Bernardi
Springfield
Mrs. Della Mae Bork
Piper City
Mr. Gregory Coler
Springfield
Dr. Donald C. Gill
Springfield
Mr. Robert W. Granzeier
Springfield
Sen. John E. Grotberg
St. Charles
Mrs. Dolly Hallstrom
Evanston
Judge Arthur Hamilton
Chicago
Mr. Earl Houston
Oak Park
Mr. William L. Kempiners
Joliet

Judge Paul Kolodziej
Quincy
Mr. Michael Lane
Springfield
Edward F. Lis, M.D.
Springfield
Mrs. Barbara Malany
Springfield
Mr. Jeffrey Miller
Springfield
Rep. Diana Nelson
Western Springs
James P. Paulissen, M.D.
Wheaton
Dr. Harold R. Phelps
Hudson
Darrell G. Schlange, O.D.
Palos Heights
Mrs. Joy Segal
Chicago
Mrs. Jean Smith
Manteno
Judge Conway L. Spanton
Geneseo
Mrs. Margaret Wold
Evanston

DESCRIPTION OF COMMISSION ON CHILDREN

The Commission on Children is a statutory commission created by the Legislature to provide the mandate, manpower and machinery for the orderly study, planning, promoting, coordinating, and stimulating of services in behalf of Illinois children.

Membership

The membership of the Commission on Children is composed of 16 public members appointed for four year staggered terms, and 6 Legislative members 3 from the Senate, 2 to be appointed by the President and 1 by the Minority Leader thereof and 3 from the House of Representatives, 2 to be appointed by the Speaker and 1 by the Minority Leader thereof and 9 State Department or Division Directors which have direct services to families and children. In addition the Chairman and 2 other designated youth members of the Illinois Council of Youth, which is a representative body of young people ages 15 to 21, also serve with the Commission.

Function

The law creating the Commission states the Commission shall:

"(a) Study the needs of all children and assist in planning for the improvement and most effective use of voluntary and tax supported programs at the state and local levels;

"(b) Study programs for children in Illinois and in other states, make reports and advise public and private bodies throughout the state on matters relevant to the protection, growth, and development of children;

"(c) Assist in the coordination of the administrative responsibility and the services of the State departments and programs as they relate to the well-being of children;

"(d) Make recommendations on needed legislative action on behalf of children;

"(e) Promote adequate educational services and training programs for children, including exceptional children, in all parts of the state;

"(f) Promote social services and vocational guidance, training, and placement for all children who require them, including exceptional children and those youth who leave school prior to high school graduation, and promote adequate special facilities for children maladjusted to their home surroundings;

"(g) Promote adequate provisions throughout the state for diagnosis and treatment of children who may require special medical services."

Procedure

The major part of the work of the Commission on Children is carried on through the use of Special Project Committees which are set up to study, assess, develop and make recommendations to the Commission on specific problem areas concerning children which are considered to require the priority attention of the Commission and the citizens of the State. After action on these recommendations has been taken by the Commission on Children, the Commission selects and transmits them to the appropriate group, organization or person for implementation. This may be to the Legislature for necessary legislation, to the Governor for Executive consideration, to public or private agencies, or to members of professional organizations.

INTRODUCTION

Background Information

In 1980, the Illinois Commission on Children formed four statewide committees charged with addressing issues involving children: 1) educational services; 2) adolescence and juvenile justice; 3) the role of families in nurturing children; and 4) health and continuum of services, in preparation for the 1980 Illinois White House Conference on Children. In obtaining data to determine the severity of a problem, the Educational Services Committee found that adolescent pregnancy continues to increase substantially.

In 1978, 1.1 million teenagers became pregnant. Six hundred thousand of these had live births which accounted for one child out of 5 being born to teen parents. Ninety four percent of teen parents kept their babies. Fifty-six percent of the teen parents got married, but the rest were unmarried. Besides being teenage parents, they were also single parents, thus compounding their problems. Looking at the picture in Illinois, the profile does not seem to change. In 1981, 27,448 births were to women 19 years or younger which accounted for 14.89% of total live births. Five hundred seventh nine or 2.1% of these babies had mothers 10-14 years of age - children having babies.[1]

In addition, the March of Dimes and the PTA found that: Adolescent pregnancy represents a serious threat to the life and health of a young woman. Girls who become pregnant before 18 years of age fall into a very high risk group--educationally, medically, socially, and economically--if appropriate services are not available.

Pregnancy is for females the most frequent cause of school dropout. These young mothers, who most need an education for entry into the work world, are least likely to obtain it.

Teenage mothers are high medical risks because pregnancy often occurs before their own growth has been completed, and because their eating habits generally result in nutritional deficiencies. Specific health risks include:

- greater likelihood of anemia.
- higher incidence of toxemia, which in its most serious forms may result in high blood pressure, seizures, and sometimes death.
- greater likelihood of prolonged labor, which multiplies hazards to both mother and child.

These physiological risks are accompanied, too, by psychological and emotional hazards.

One psychologist, Bernard Braen, reports that: "The combination of repeat pregnancies, unstable family life, negative societal attitudes, and welfare dependency makes it easier to understand why 9 percent of teenage mothers attempt suicide; seven times the national percentage for teenage girls without children."[2]

Statistics on child abuse in Illinois show that each year 10,000 children are severely battered; 50,000 to 75,000 are sexually abused; 100,000 are physically, morally, or educationally neglected. Contrary to popular belief, these children are being abused at all socioeconomic levels.

"In hundreds upon hundreds of child abuse cases the cause is not poverty or a psychological dysfunction of the parents, but rather the ignorance and frustration of parents who do not know how to take care of their children.

Young parents often are intolerant of their children. They are insensitive to and impatient with the demanding needs of a child. What's more, they know little about the growth and development of babies, and hence often have unrealistic expectations.

The capacity to relate to other people in a nurturing, responsive way develops in homes where parents have set an example. Emotional disturbances that lead to uncaring behavior are rooted in early childhood. In essence, to be a caring adult--and parent--it is first necessary to be a caring child. Children who do not 'learn to love' from parents may unfortunately repeat the cycle when they in turn become parents."[3]

Because of the complexity of the problem, the Educational Services Committee recommended to the Illinois White House Conference on Children to implement within the Illinois School System a Family Life and Parent Education curriculum that would strengthen present day families, augment the needs that parents are unable to meet, and provide preparation for future family tasks.[4]

The delegates at the Conference recommended the following:

1. Family life courses which contain such items as communication skills in interpersonal relationships, and child care including child development and practical material dealing with children should be mandatory for Illinois youth. Parenthood education should be a continuous part of every child's education beginning in kindergarten and progressing through 12th grade. specific curriculum should be developed by experts in the field, but should include progression from how to get along with others, including family members and progress (by junior high age) to the child seeing himself in the future role of parent.

2. A skeletal curriculum should be established which would be standard throughout the state:

   a. This curriculum must be flexible enough to meet the needs of each community within the state.

   b. In order to be effective, the curriculum must call for instruction in a frank, open and personal manner.

3. Family life classes should incorporate study of the school's resources and the community organizations available to youth needing help with family related problems. This study should encompass not only the ways of utilizing these organizations, but more importantly, should stress the function and character of the services each organization provides. Hopefully, an increased awareness of these organizations and their functions will encourage youth to overcome the stigma of using them and make a fuller use of the available services in their communities.[5]

This recommendation was adopted as one of the 16 issues selected at the 1981 IL Conference on Children's Priorities for the '80's. This conference was a follow-up of the 1980 conference where delegates were asked to select 16 out of 54 issues that were submitted at the 1980 conference. Out of the 16, the Parenting Education recommendation entitled "Parenting and Enriching Family Relationships" was ranked 10th. The third item in the recommendation was changed to read:

C. The educational system should provide support and reinforcement to parents and religious groups in their educational efforts. For example, the educational system might provide training directly to parents or furnish them with educational materials for their use in instructing their children.

A fourth item was added which stated:

D. The Department of Children and Family Services should incorporate the responsibility to initiate parenthood education for its clients in an effort to help prevent child abuse.[6]

History of the Parenting Education Committee

In an effort to work on improving parenting skills, the Commission on Children formed a Parenting Education Committee, appointing Cleo Anderson, a Commission member and Acting Superintendent of Illinois Children's School and Rehabilitation Center under the Department of Rehabilitation Services, as Chairperson. The charge to the committee was:

> **To encourage the State Board of Education to develop with appropriate input from community resources and implement a parenting education curriculum for K-12 students who are not parents and for students who are parents. The Committee should further consider the parents who are not a part of the education system and identify the various institutions that can effectively implement parenting education programs.**

The Commission also recommended that the Parenting Education Committee should consider the following:

1. What should be a part of the curriculum. Example: child care, child development, family relationships, parenting skills.
2. What is available and utilized. Example: community resources, parents of the students sharing their experiences in the classroom.
3. Strategy of implementation. Example: review what other states are doing.

WHAT OTHER STATES ARE DOING

As a response to the Commission's recommendation on reviewing other states' Parenting Education curriculums, Miss Dawn Murphy of the Commission on Children staff contacted all of the State Education offices in the United States requesting a copy of their Parenting Education curriculum. Also research was conducted to obtain examples of innovative Parenting Education curriculums within and outside of a school setting. As a result of that effort, information from 39 states was collected. **(See Chart in Appendix)** The outcome of this study is as follows:

- 29 states offer Parenting Education either as part of the Home Economics curriculum or Health Education, Social Science and Biological Science curriculum or specific curriculum in Parenting Education.
- 3 states--California, Iowa, New Jersey--mandate Parenting Education.
- 4 states--Arizona, Florida, Minnesota, Rhode Island--do not have a statewide Parenting Education curriculum, instead the decision to offer the course is left up to the local school districts.
- 3 states--Alabama, Ohio, Oklahoma--teach Parenting Education to the parents of the students attending its school to encourage parent/child relationships. These courses are usually offered at night and on weekends.
- 1 state--Michigan--has an alternative school for pregnant students.
- 8 states either do not have a Parenting Education curriculum or have not implemented it.
- 1 state--California--mentioned the results of an evaluation on the effectiveness of Parenting Education and found it to be successful.
- 5 states--Indiana, Ohio, Maine, Minnesota, Utah--have or may soon have separate certification for family life educators.

- The prominence of Parenting Education within the schools started in 1963 when Federal PL 94-482 , Vocational Education Act required the teaching of Consumer and Homemaking courses for those states accepting funds under the act. Specific funds became available in 1976 when an amendment was passed requiring Parenthood Education as a part of the Consumer and Homemaking curriculum in order to receive federal money.

In essence, education for parenthood is a young field, still in a state of progress and development.

It appears, for example, that a creative, interdisciplinary approach is required, first, to provide students with necessary knowledge and, second, to interest both boys and girls.

It would seem that ideally, the most instructive education for a parenthood program should be a comprehensive one, covering K-12. Few such programs are yet available.

Many of the effective education for parenthood programs for junior and senior high school students in operation today provide direct experience with young children in a laboratory setting: the school's own child-care center, a neighboring kindergarten or elementary school, or possibly, a community day-care center.[7]

What Illinois is Doing

The Illinois School Code includes family life courses for elementary and secondary levels. The problem is not knowing how school districts are implementing it. The course is usually taught in a health course for one semester in the tenth grade. Presently, workshops are conducted on the Illinois Home Economics curriculum to teach teachers how to incorporate Parenthood Education within the curriculum for K-12. In addition, a program entitled PUP (Parents Understanding Parents) has been operating in various school districts. This program brings parents, high school students and their child or children together to interact, to get to know each other. Another program is Peer Education Team sponsored by FHA-HERO (Future Homemakers of America-Home Economics Related Occupations). This program entails peer counseling where teens are working with teens. An Illinois Curriculum Center located at Sangamon State University has information on various Parenting Education curriculums. Catherine Carter, at the Illinois State Board of Education indicates that "Whenever the Parenthood Education Course is introduced in an early grade level, there are usually 50% males and females consistently taking the course year after year. When the course is introduced in the high school level, then more females than males take the course. Since this is not a required course, teachers make the course more attractive by offering lessons on what the students are interested in learning."

Parenting Education Committee

Method of Work

The Parenting Education Committee had its first meeting December 6, 1982 in Chicago. Thirty people (representing associations, public and private agencies, parents and youth interested in bettering parenting skills) were invited to become a member of the Committee. The committee developed a Parenting Education definition:

> **Parenting Education is the process of providing knowledge and skills such as communicating with others, nurturing, developing self-esteem, and understanding the physical, mental, emotional, social, economic and psychological aspects of interpersonal relationships that would enable individuals to effectively assume parenting roles and responsibilities.**

From there the Committee decided to form two groups -- Basic Component and Implementation -- to work on these items. The Basic Component group reviewed Illinois and other states' curriculums and wrote the basic components needed in an effective Parenting Education curriculum from K-12 for Illinois school systems. The Implementation group took the material describing other states' programs and innovative programs in Illinois, and recommended approaches for implementing a Parenting Education curriculum.

Recommendations of the Basic Component Group

In an effort to design the Parenting Education curriculum, the group decided to select concepts, (general terms) that would best describe their views on what should be included in the curriculum. They felt that the make-up of a specific course under a Parenting Education curriculum should be left to the discretion of the local school districts and teachers. They viewed their task as giving suggestions for courses or various topics within a course. The instructor's task is to present those topics at various levels depending on the grade level or maturity of the students. The group developed the concepts from Illinois' Vocational Home Economics Curriculum Guide, Publications Clearinghouse, Western Illinois University, Macomb Horrabin Hall, Macomb, IL 61455, (800) 322-3905. and other states curriculums, innovative Parenting Education programs, and personal experiences.

CONCEPTS FOR A PARENTING EDUCATION CURRICULUM

Grades K-12 & Beyond

Genetic and Biological Development of the Person from Infancy to Old Age Including the Concept of Death

1. Every person started as a simple cell which grew into a baby.
2. Every person will die someday.
3. Ways we grow:
   a. how people begin
   b. physical growth
4. Adolescence
5. Maturity
6. Aging
7. Physical and personal development

Basic Physical Development and Survival (Life) Skills

1. Every person has the same basic physical needs (food, clothing, shelter)
2. Health maintenance
   a. self-care techniques
   b. sources of information
   c. when to seek professional assistance
3. Consumer skills and resources to meet basic needs
   a. resources
      1. natural
      2. human
      3. material
   b. skills
   c. consumption patterns
4. Human sexuality
   a. sexuality as a part of personality
   b. roles identification
   c. reproductive anatomy and health
   d. sexually transmitted diseases

5. Prenatal care
   a. development before birth
   b. heredity and environmental influences
   c. nutrition
   d. health
   e. alcohol, drugs, smoking
6. Physical development of children/Factors which influence development and health
   a. diet, feeding schedules, eating habits, nutrition
   b. rest, sleep and activity schedules
   c. exercise and play
   d. immunizations and medical supervision
   e. physical handicaps and injuries
   f. safe environment -- home and community
   g. security, love and affection
   h. first aid
   i. alcohol, drugs, smoking

Basic Psychological Needs for Survival (Love, Nurturing)

1. Every person is important and worthwhile
   a. understanding and acceptance of self
   b. understanding and acceptance of others
2. Every person has the same basic psychological needs
3. Ways we grow socially and emotionally
   a. social development and relationships
      1. social growth patterns -- birth -- adolescence
      2. principles of guidance and discipline for different stages of development
      3. understanding choices and consequences
   b. emotional development
      1. promoting a positive self-concept children
         a. mastery of competence and resourcefulness
         b. independence/interdependence
      2. typical childhood emotions
      3. religious or spiritual attitudes and experiences -- moral development
      4. traditions
      5. helping children face illness, handicaps, disappointments and death
4. Ways we grow mentally
   a. educational and mental development
      1. theories of cognitive development and learning
      2. self-expression and language development
      3. encouraging intellectual growth, curiosity, and imagination
      4. selecting books and reading to children
      5. principles for program selection
      6. introducing children to music, art, dance, theater, etc.

Basic Components of Family Composition

1. Living with others requires communication and cooperation (roles/responsibility in definition)

2. Influences on behavior
   a. family atmosphere/situation
   b. constellation
   c. method of childrearing
   d. attitudes and feelings
3. As we grow, we are expected to take more responsibility for our own behavior
4. Personal management
   a. developing personal values
   b. decisions about life goals in terms of changing roles
5. Preparing for parenthood
   a. attitude toward parenting (personal, cultural, mythical)
   b. impact of parenthood on personal and marital life
   c. emotional, mental, physical and social aspects
   d. reasons people have children
   e. financial considerations
6. Responsibilities of parenthood
   a. legal
   b. moral and social
   c. decision making in determining mother's and father's roles
7. Family planning
   a. values and goals
   b. alternatives to parenthood
   c. genetic considerations
8. Changes in roles and relationships
   a. stages of parenthood
   b. parent and child -- from being cared for to caring for
9. Handling stress and conflict
   a. children's behavior
   b. managing multiple roles
   c. conflicts with relatives/others
   d. financial difficulties
   e. alcoholism, drug abuse
   f. handicapping conditions
   g. death - significant other
   h. divorce/separation
   i. threat of violence
10. Types of families
   a. traditional families
   b. single parent families
   c. blended families
   d. extended families
   e. teen parent families

Basic Components of Social Non-Family Setting

1. We need to contribute to the growth and development of others
2. Offering and receiving hospitality contributes to the development of friendships
3. Making friends
   a. getting acquainted with others
   b. communication skills
   c. resolving conflicts

4. Managing our lives
5. Roles of individuals in our society
6. Development of a positive self-concept
7. Roles of individuals in contemporary society
   a. concept of role
   b. changes in role definition
8. Hobbies are fun and help us to develop new skills
9. Alternative life styles
   a. single living
   b. non-traditional living arrangements
   c. marriage with or without children
10. Factors that influence life style choices

Relationships Within the Family

1. Interacting with others
   a. relationships between children and parents
   b. sibling relationships
   c. relating with children with special needs
2. Cooperation in maintaining roles/responsibilities
   a. sharing roles/responsibilities
   b. negotiating
   c. communication
3. Effective parenting
   a. establishing the climate of the home
   b. communication
   c. parents and families as educators
   d. developing positive self-concepts and social attitudes
   e. planning for substitute care for children
   f. dealing with school, peer, and social pressures
   g. parenting styles, i.e., permissive, democratic, authoritarian
   h. alternatives to punishment
   i. encouragement
4. Child abuse
   a. forms of child abuse
   b. causes of child abuse
   c. effects of child abuse
   d. prevention and treatment
5. The school-age child through adolescence
   a. preparation for school
   b. home cooperation with teachers and other school personnel
   c. teaching about money -- use of allowances
   d. youth groups or activities such as scouts, little league
   e. discipline and routines -- encouraging self-direction
   f. hobbies and other recreational activities, including use of TV
   g. attitudes toward worksharing in household tasks
   h. relationships with friends and siblings
   i. sex roles and attitudes -- providing sex information
   j. encouraging independence, skill development and career exploration

Relationship Outside of the Family

1. We need to have the help of others in order to grow and develop throughout our lives
2. Communities provide services to help individuals and families, i.e. programs and services to assist children with special needs
3. Persons outside the family
4. The elderly
5. Personal and community resources
6. The place of hobbies in our lives
7. Interaction with those of different ages and backgrounds
8. Sources of help
9. Aging
   a. the elderly person and the family
   b. handling changes that accompany the aging process
   c. alternatives for supporting an elderly person
10. Community services as sources of information
11. Sources of help in dealing with life stresses and conflicts
12. Social and community concerns
13. Community and social agencies
    a. attitudes toward use of community and social services
    b. support services for families

IMPLEMENTATION OF PARENTING EDUCATION

Recommendations of the Implementation Group

The Implementation Group's task was to suggest ways to incorporate a Parenting Education curriculum within the school system as well as other institutions. Many options were discussed and examples of other states procedures were reviewed. The group looked at the possibility of placing Parenting Education within the health education, social science, biology or home economics curriculum. They also discussed whether the Parenting Education curriculum should be mandated. The qualifications of a teacher teaching Parenting Education were also considered.

1. A Parenting Education course should be mandated so that all public school students, from Kindergarten to twelfth grades, would continually be trained in parenting skills. Also there should be a continual effort to make Parenting Education a part of the competency outcome statements that would replace the Instructional Program Mandates under the recommendation of the SBE staff in their Phase I Mandate Studies. It should be a flexible curriculum using interdisciplinary approaches which would allow team teaching. It should be integrated within several curriculums.

2. a. All elementary teachers should be mandated to take one family life course. b. High school teachers who plan to specialize in teaching family life should be certified as a family life educator. The certification requirements should stipulate taking courses in human development, human relations, human sexuality and methods of teaching as a minimum. c. Colleges and universities in Illinois should be contacted explaining the content of Family Life Education, not the course, and the long range goal in passing legislation. Mail a copy of the report and a questionnaire asking if this content is included in their courses. After mailing material, give a follow-up call if no response if received from the questionnaire. d. Inform ISBE of the committee's recommendations by sending the report and a letter explaining the importance of certifying family life educators. Recommend that the ISBE set up a certification committee to design a certificate for family life educators.

3. The Illinois State Board of Education should collect more Parenting Education material, particularly video tapes, and continually update the material for public use. This material should be made available at the various Illinois Vocational Curriculum Centers.

4. A Blue Ribbon committee consisting of media experts and experts in parenting should be formed that would be in charge of a media campaign to promote the advantages of gaining parenting skills. Films such as Footsteps can be broadcast on TV, public service announcements, articles and brochures explaining innovative programs could be distributed all across Illinois. Organizations like the March of Dimes, etc., may be interested in financing such a project.

5. The public schools should not be the only institution responsible for teaching parenting skills. Churches, hospitals, youth centers, child care centers, libraries, local health departments, social service counseling agencies and other education institutions should participate in teaching Parenting Education. It was recommended that representation from various organizations and agencies be on the Blue Ribbon Media Committee. These organizations and agencies include the Illinois Education Association, PTA, March of Dimes, Girl Scouts, Boy Scouts, Illinois Hospital Association, Illinois Libraries Association, religious organizations, Cook County Juvenile Court, Jewel Co., a milk Company, youth centers, child care centers, local health departments, social service counseling agencies, and so on.

6. The Illinois State Board of Education should publish and disseminate the bibliography developed by the Family Resource Coalition. This packet should be made available statewide for citizens, groups, agencies, schools, teachers, etc. at no cost.

7. Suggest to the Illinois State Board of Education that funds can be obtained from the Administration for Children, Youth and Family to be used for funding innovative parenting education programs and updating the audio-visual library. Private foundations should be approached to supply funds for in-service training for teachers in private agencies to meet certification requirements.

8. The Parenting Education curriculum objectives in the 1982 State Health Plan should be implemented through the encouragement of agencies and organizations such as the Commission on Children.

APPENDIX

CHART OF PARENTING EDUCATION IN OTHER STATES

STATES	TITLE OF CURRICULUM	GRADE LEVELS	HOW BEGAN	HOW IMPLEMENTED
1. Alabama	community education	parents	as parents & learning project in 3 cities under direction of school system (hasn't progressed)	teaching the K-12 students' parents parenting skills
2. Arizona	parenting skills are a part of every course taught. Left to local districts to emphasize			
3. California	parenting education	9-12	in 1974 mandate	teach school-age mothers and non-mothers parenting skills (evaluation)
4. Connecticut	family life education	K-12	1979 leg. req. curr. available	a part of the health education curriculum
5. District of Columbia	parenting health family life and health education	pre kindergarten-12	?	?
6. Florida	provided by local school districts			
7. Georgia	home economics	9-12	?	there are special courses for pregnant teenagers in high rate areas
8. Hawaii	home economics	9-12	?	?
9. Idaho	parenting	9-12	1977 req. curriculum available	a part of the home economics department
10. Indiana	interpersonal relations	9-12	1977 fund from voc & tech ed	Integrated in Health, Phys Ed HE, Biol, Sci or Soc Science (teacher requiremen

STATES	TITLE OF CURRICULUM	GRADE LEVELS	HOW BEGAN	HOW IMPLEMENTED
11. Iowa	health	K-12	1979 mandate	integrated in all course work
12. Kansas	education for parenthood	K-12	1978 HR encourages	separate parenting education curriculum and community programs
13. Kentucky	parenthood education	9-12	1976 consumer & homemaking program	social studies, adult living, child care and guidance personal, marriage, & family relations
14. Maine	home economics	6-12	?	?
15. Maryland	parenthood education	11 & 12	?	TV soap opera in classroom design by Ed Div of Inst TV
16. Massachusetts	none			
17. Michigan	alternative school for pregnant students			
18. Minnesota	provided by local school district			
19. Mississippi	none			
20. Missouri	none as of yet -- still working toward implementation			
21. New Hampshire	human relationships	?	?	emphasizes self-understanding in personal relationships in courses
22. New Jersey	family life education	K-12	1980 mandate	separate family life curriculum & community input
23. New Mexico	parenthood education	11 & 12	?	offering one or two courses
24. New York	family life/human sexuality	K-12	1979 pilot project	separate curriculum

STATES	TITLE OF CURRICULUM	GRADE LEVELS	HOW BEGAN	HOW IMPLEMENTED
25. North Dakota	home economics	?	?	a part of the consumer and homemaking education grant
26. Ohio	family life education	parents	?	teaches homemaking skills to disadvantaged adults
27. Oklahoma	community outreach	parents	?	teaches parents of students
28. Oregon	none			
29. Pennsylvania	presently considering implementing parenting education			
30. Rhode Island	provide by local school districts			
31. South Dakota	none			
32. Tennessee	home economics	9-12	?	?
33. Texas	health education	9-12	?	under mental health, family and social health
34. Utah	none as of yet -- still working toward implementation			
35. Virginia	health education	K-12	?	family life ed curriculum guidelines K-12 is used as a supplement to health educ guides
36. Washington	home economics	7-12	?	students have real life experience with young children
37. West Virginia	adult roles & function	11 & 12	1978 pilot course	a part of home economics
38. Wisconsin	completed parenting education project for future implementation			
39. Wyoming	home economics	7-12	?	one semester or one year course

HB2875

LRB8308812BDmr

AN ACT to add Section 27-23.1 to "The School Code", approved March 18, 1961, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 27.23-1 is added to "The School Code", approved March 18, 1961, as amended, the added Section to read as follows:

(Ch. 122, new par. 27-23.1)

Sec. 27-23.1. Parenting Education. After July 1, 1986, students enrolled in the public schools in grades kindergarten through 12 shall be required to study parenting education within regularly taught courses. Parenting education including but not limited to child care, child development, family relationships and parenting skills shall be incorporated into the curriculum objectives and materials for each grade level. The State Board of Education shall devise or approve the parenting education curriculum for grades kindergarten through 12 and specify the minimum amount of instruction to be devoted thereto.

****

AMENDMENT TO HOUSE BILL 2875

AMENDMENT NO. 1. Amend House Bill 2875 on page 1, by deleting lines 8 through 18 and inserting in lieu thereof the following:

"Sec. 27-23.1. Parenting Education. After July 1, 1986, students enrolled in the public schools in grades 6 through 12 shall be required to study parenting education within appropriate courses as determined by the local board of education. Parenting education including but not limited to child care, child development, family relationships and parenting skills shall be incorporated into the curriculum objectives and materials for each grade level. The State Board of Education shall assist districts in developing parenting education curriculum for grades 6 through 12 and specify the minimum amount of instruction to be devoted thereto."

BEST COPY AVAILABLE

PROPOSED LEGISLATION

Family Life Education

AN ACT to amend Section 27 of "The School Code", approved March 18, 1961, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 27 of "The School Code", approved March 18, 1961, as amended, is amended to read as follows:

(Ch. 122, par. 27)

Sec. 27 - Courses in family life education.

Pupils enrolled in the public schools in grades Kindergarten through 12 shall be taught and be required to study courses which include instruction in the area of family life education including, but not necessarily limited to child care, child development, family relationships and parenting skills. The State Board of Education shall devise or approve the family life education curriculum for grades Kindergarten through 12 and specify the minimum amount of instruction to be devoted thereto.

FOOTNOTES

1 Illinois Commission on Children, Report of the 1980 Illinois White House Conference on Children, page 17.

2 National Parents & Teachers Association National Foundation - March of Dimes, How to Help Children Become Better Parents.

3 Ibid .

4 Illinois Commission on Children, Report of the 1980 Illinois White House Conference on Children, page 96.

5 Ibid, page 97.

6 Illinois Commission on Children, Report of the Illinois Conference on Children's Priorities for the '80's, page 8.

7 National Parents & Teachers Association National Foundation - March of Dimes, How to Help Children Become Better Parents.

Printed by authority of the State of Illinois
Legislative Council Service Unit Order 840201
January 1984 - 1000 copies